



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2727 E Siesta Lane, Phoenix, AZ 85050

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jerry Voll
Schedule : 07:00 AM to 03:30 PM
Grades : Pre-K-6
Web Address : epage.pvUSD.k12.az.us/sces/
Phone Number : (602) 493-6430
Fax Number : (602) 493-6435
E-mail : jvoll@pvschools.net

Mission

Provide an environment that fosters learning, so that all students can reach high levels of academic achievement; grounded in a philosophy of respect for people, places and property - with all involved working toward personal success for everyone.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Literacy (Reading): To deliver a comprehensive reading program with direct systematic teaching of phonics and all other reading strategies utilizing the CORE Knowledge Sequence, the Arizona Academic Standards and PVUSD Scope and Sequence.
- ü Literacy (Writing): To establish reading and writing as complementary procedures in which the writing process, discussion of ideas, rough draft, revision, editing, and publishing of final draft are evidenced in the classroom & are vital to learning.
- ü Literacy(Reading)to implement Foundations,a Reading System, in primary through a systematic, sequential multisensory method of instruction.This strategy correlates to the AAS and PVUSD Scope and Sequence and will be used with the basal reader.
- ü Fully implement AR Program, Read Naturally and Science and Social Studies programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 602
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 125

Instructional Programs

- ü Core Knowledge Sequence of Skills
- ü Arizona Academic Standards
- ü NRP Guidelines for Reading Instruction
- ü Project Read/Wilson FUN/Read Nat/AR
- ü Band, Strings, Art and Music Offered
- ü Computer Lab with Instruction
- ü Thinking Maps
- ü Comprehensive Physical Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

SCES staff is committed to providing a safe and healthy learning environment. We will utilize our abundance of resources, so that students will reach their full potential and become responsible, trustworthy adults.

Parents

Parental involvement is encouraged through attendance at school functions, support of attendance & learning, awareness of school/district goals, policies and procedures, and ongoing communication with the staff regarding questions, concerns & ideas.

Transportation Policy

Grades one through six living more than one mile from the school may ride the school bus. Kindergarten students living more than a half mile from school may also ride the bus. Parent-signed permission slips are required for student participation on field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Board Certification	2005
ü Wells Fargo Grant	2005
ü Mobil On The Run Grant Award Winner	2006
ü Mobil/Exxon National Workshop Award Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2516	80010	99	99	99	450	464	447	11	7	10	18	13	18	51	51	53	20	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1236	38935	97	100	99	456	462	447	3	7	9	9	13	19	72	54	55	16	27	17
Male	39	1279	40974	100	98	98	445	465	448	18	7	11	26	13	18	33	48	52	23	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	18	556	34545	95	99	99	428	427	432	28	21	14	17	24	24	44	46	53	11	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	47	1762	35142	100	99	99	461	475	465	4	3	5	17	9	11	55	52	56	23	36	28
Students with Disabilities	10	347	10161	100	93	93	NA	440	419	NA	16	28	NA	28	28	NA	39	36	NA	17	8
Students without Disabilities	61	2169	69849	98	100	100	456	467	451	8	5	7	16	11	17	54	53	56	21	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	62	1917	40981	98	99	100	449	472	462	13	5	6	19	10	13	48	50	54	19	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2495	79438	99	98	98	444	466	451	13	7	9	14	15	24	69	60	56	4	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1227	38775	97	99	99	455	471	457	6	6	7	13	14	22	78	60	58	3	20	13
Male	39	1267	40560	100	97	97	435	462	446	18	9	12	15	16	25	62	61	54	5	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	18	550	34297	95	98	98	419	426	434	28	23	14	11	29	31	61	44	50	NA	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	47	1748	34887	100	98	98	454	479	471	9	3	4	11	11	15	74	65	63	6	22	18
Students with Disabilities	10	329	9588	100	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	61	2166	69850	98	100	100	451	470	456	8	5	7	13	13	23	74	63	59	5	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	62	1907	40753	98	99	99	444	475	467	13	5	5	15	12	16	68	63	62	5	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2525	79971	99	99	99	462	446	423	3	4	8	21	27	41	70	63	49	6	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1240	38974	97	100	99	480	459	437	NA	2	5	13	21	33	81	68	57	6	9	4
Male	39	1284	40895	100	99	98	447	433	410	5	6	10	28	33	47	62	58	41	5	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	18	556	34481	95	99	99	443	409	410	6	12	10	28	41	46	67	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	47	1773	35150	100	99	99	470	457	437	2	2	5	15	23	35	77	69	56	6	7	5
Students with Disabilities	10	361	10258	100	97	94	NA	408	377	NA	13	23	NA	42	51	NA	43	25	NA	2	1
Students without Disabilities	61	2164	69713	98	100	100	472	451	429	2	3	5	16	25	39	75	66	52	7	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	62	1923	40977	98	99	100	458	455	437	3	3	5	23	22	34	68	68	56	6	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2517	80147	99	99	99	482	502	482	2	7	11	17	10	17	65	46	49	15	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1217	39281	95	99	99	477	503	483	3	6	9	23	11	17	64	45	50	10	38	24
Male	45	1297	40780	100	99	98	487	502	482	2	7	12	11	9	17	67	47	48	20	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	14	554	33494	88	98	99	467	470	466	7	16	15	21	20	23	64	45	49	7	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	60	1761	36122	100	99	99	485	514	501	2	3	5	15	6	10	65	46	50	18	45	35
Students with Disabilities	13	375	10295	100	95	92	460	461	443	8	24	33	38	20	26	46	40	33	8	16	8
Students without Disabilities	71	2142	69852	99	100	100	487	509	488	1	4	7	13	8	16	69	47	51	17	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	610	38371	100	97	97	473	470	465	8	15	15	33	19	23	42	50	49	17	16	13
Non-Economically Disadvantaged	72	1907	41776	99	100	100	484	513	498	1	4	6	14	7	11	69	45	49	15	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2496	79686	100	98	98	482	488	470	1	7	11	24	14	24	66	63	57	9	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1211	39163	98	99	99	481	494	475	NA	6	9	28	12	22	63	63	60	10	19	10
Male	45	1282	40438	100	97	97	483	483	465	2	9	13	20	16	25	69	63	54	9	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	15	549	33299	94	97	98	460	452	452	NC	22	17	47	28	32	47	45	47	7	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	60	1746	35914	100	98	98	487	500	489	NA	3	5	18	9	15	72	68	67	10	19	14
Students with Disabilities	13	353	9808	100	89	87	445	451	432	NA	25	35	69	27	32	31	42	30	NA	6	3
Students without Disabilities	72	2143	69878	100	100	100	489	494	475	1	4	8	15	12	23	72	67	61	11	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	601	38095	100	96	97	467	454	452	NA	19	17	50	26	32	33	50	48	17	5	3
Non-Economically Disadvantaged	73	1895	41591	100	99	99	484	499	486	1	4	6	19	10	16	71	67	65	8	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2507	80372	100	99	99	490	500	475	2	3	4	15	16	30	81	75	64	1	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1217	39452	98	99	99	504	511	488	NA	2	3	13	11	22	85	79	72	3	9	3
Male	45	1287	40836	100	98	98	478	490	464	4	3	6	18	21	37	78	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	15	551	33608	94	98	99	462	467	462	7	7	6	27	30	36	67	62	57	NA	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	60	1754	36213	100	99	99	494	510	489	2	1	2	15	12	22	82	79	72	2	8	3
Students with Disabilities	13	370	10526	100	94	94	459	455	427	8	9	15	31	43	53	62	46	31	NA	1	1
Students without Disabilities	72	2137	69846	100	100	100	496	508	482	1	1	3	13	12	26	85	80	69	1	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	608	38521	100	97	98	481	468	461	8	7	6	8	31	38	83	61	55	NA	2	1
Non-Economically Disadvantaged	73	1899	41851	100	99	100	491	511	489	1	1	3	16	12	22	81	80	72	1	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2706	79306	100	99	99	512	519	504	4	8	13	20	15	20	55	50	49	20	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1326	38845	100	99	99	509	519	505	3	7	11	26	16	20	53	52	50	18	25	18
Male	48	1379	40383	98	99	98	515	520	504	2	9	14	17	15	19	58	49	47	23	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	18	622	32673	95	100	99	494	485	487	6	18	18	33	30	25	56	42	46	6	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	57	1893	36234	100	99	99	517	531	523	2	5	6	18	10	13	54	53	52	26	33	28
Students with Disabilities	12	358	10286	100	95	91	482	477	462	8	32	41	33	23	27	58	37	27	NA	9	5
Students without Disabilities	71	2348	69020	100	100	100	517	525	510	3	4	9	18	14	18	55	52	52	24	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	75	1997	41869	100	100	100	513	530	521	4	5	7	20	11	14	55	52	51	21	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2702	79000	100	99	98	504	503	489	1	7	10	15	17	24	76	63	58	7	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	1321	38774	100	99	99	516	510	494	NA	5	7	9	15	22	79	64	61	12	16	10
Male	49	1380	40150	100	99	98	497	497	485	2	9	12	18	18	25	76	62	55	4	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	19	623	32508	100	100	98	486	469	472	NA	17	15	21	34	33	74	47	49	5	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	57	1888	36135	100	99	98	508	515	508	2	4	4	12	10	14	81	68	67	5	18	15
Students with Disabilities	12	352	9991	100	94	88	476	464	449	8	25	33	25	29	36	67	41	29	NA	5	2
Students without Disabilities	72	2350	69009	100	100	100	509	509	495	NA	4	6	14	15	22	78	66	62	8	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	76	1994	41766	100	99	99	503	513	505	NA	4	5	17	11	16	76	67	65	7	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2704	79611	98	99	99	522	516	496	2	4	7	20	24	37	75	70	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1330	39016	97	100	99	538	529	511	NA	3	4	9	17	29	88	77	66	3	3	1
Male	47	1373	40519	96	99	98	510	505	482	4	6	10	28	31	44	66	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	19	620	32855	100	99	99	530	488	481	NA	8	10	16	39	43	74	52	47	11	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	54	1892	36380	95	99	99	515	526	511	4	3	4	22	20	30	74	75	65	NA	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	72	2345	68947	100	100	100	525	524	504	1	2	4	19	21	34	76	75	61	3	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	74	1998	41985	99	100	100	522	526	511	3	3	4	19	19	30	76	76	65	3	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2629	79327	100	99	98	520	535	518	7	10	19	33	15	20	44	52	46	17	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1291	38961	100	99	98	519	538	520	2	9	16	34	15	20	51	54	48	12	23	16
Male	48	1337	40295	100	99	97	521	533	516	10	12	21	31	15	19	38	51	44	21	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	19	546	32327	100	99	98	494	503	499	11	23	27	53	25	25	37	44	41	NA	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	63	1879	36373	100	99	98	527	545	538	6	6	10	27	12	14	46	55	52	21	27	25
Students with Disabilities	16	343	9321	100	94	87	471	482	467	31	38	54	50	27	22	19	30	21	NA	5	3
Students without Disabilities	73	2286	70006	100	100	100	531	543	524	1	6	14	29	13	19	49	56	49	21	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	618	37097	100	98	97	NA	504	498	NA	21	27	NA	24	25	NA	48	41	NA	7	7
Non-Economically Disadvantaged	79	2011	42230	100	99	99	519	545	535	6	7	11	34	12	15	43	53	50	16	27	24

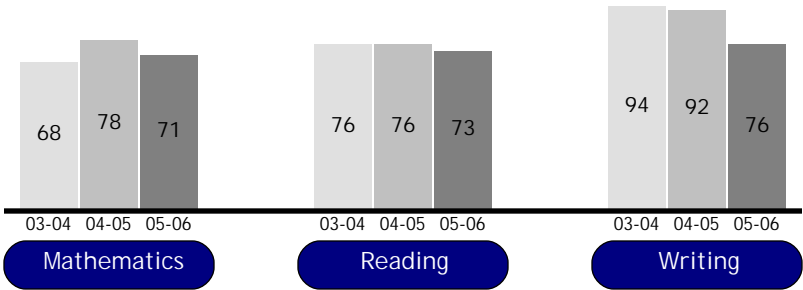
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2634	79501	100	99	98	503	513	497	3	6	10	24	17	25	71	70	60	2	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1296	39062	100	100	99	507	519	502	NA	4	8	22	15	23	76	72	64	2	10	5
Male	48	1337	40368	100	99	98	499	507	491	6	8	13	25	19	27	67	69	57	2	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	19	545	32389	100	99	98	484	482	478	5	15	16	37	34	34	58	48	48	NA	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	63	1885	36446	100	100	99	508	522	516	3	3	4	21	12	15	73	76	73	3	9	7
Students with Disabilities	16	349	9411	100	96	88	463	468	453	19	24	36	44	34	36	38	41	26	NA	1	1
Students without Disabilities	73	2285	70090	100	100	100	512	519	502	NA	3	7	19	14	24	78	75	65	3	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	10	620	37183	100	99	97	NA	485	479	NA	14	16	NA	29	34	NA	55	49	NA	2	1
Non-Economically Disadvantaged	79	2014	42318	100	100	99	503	521	513	4	3	5	23	13	17	71	75	70	3	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2642	80000	98	100	99	575	587	564	NA	1	3	7	6	11	85	74	75	8	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1295	39288	98	100	99	587	602	579	NA	1	2	3	3	6	88	71	77	10	26	16
Male	47	1346	40644	98	100	98	565	572	549	NA	2	4	11	9	15	83	78	74	6	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	19	549	32672	100	99	99	571	561	548	NA	3	4	5	10	14	89	81	76	5	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	61	1886	36602	97	100	99	574	594	579	NA	1	2	8	5	7	84	73	75	8	22	16
Students with Disabilities	15	357	9919	94	98	93	533	535	505	NA	4	9	33	26	35	60	67	54	7	2	2
Students without Disabilities	72	2285	70081	99	100	100	584	594	571	NA	1	2	1	3	7	90	75	79	8	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	10	620	37534	100	99	98	NA	561	547	NA	2	4	NA	11	15	NA	80	76	NA	6	5
Non-Economically Disadvantaged	77	2022	42466	97	100	100	578	594	578	NA	1	2	6	4	7	84	73	75	9	22	16

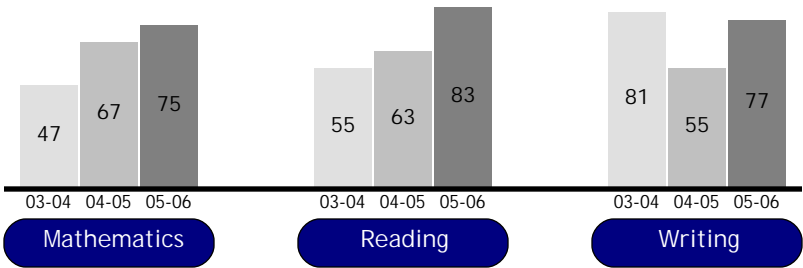
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	77	56	NA	58	99	45	55	47	100	44	56	46
	Language	100	48	59	50	99	46	55	47	100	52	58	48
	Mathematics	99	50	68	64	100	45	56	50	100	59	58	52
3	Reading	98	57	NA	55	100	53	56	44	100	43	61	46
	Language	98	62	69	61	100	49	55	44	100	43	58	46
	Mathematics	98	66	69	61	100	58	60	51	100	48	63	52
4	Reading	100	58	NA	56	99	56	58	48	100	61	65	52
	Language	100	52	63	52	99	56	57	49	100	58	65	52
	Mathematics	100	50	72	61	99	59	61	53	100	63	70	58
5	Reading	98	62	NA	55	97	46	58	50	100	63	65	56
	Language	100	57	60	49	97	43	59	50	96	59	65	54
	Mathematics	100	62	72	63	97	47	57	49	100	59	63	52
6	Reading	100	63	NA	56	100	56	61	51	100	54	67	56
	Language	100	61	61	48	100	50	57	47	99	52	61	50
	Mathematics	100	76	76	66	100	55	62	52	100	59	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sunset Canyon School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü Communication Between School & Community
- Ü Publishing Lab
- Ü Tax Credit Program Ideas
- Ü Leadership Management Team
- Ü School and District Long Range Plans

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	6	0	1
10 or more years	1	18	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Morgan Math/Science Lab
- Ü Library
- Ü Computer Learning Center
- Ü Multipurpose/Cafeteria

Extracurricular Activities

- Ü Student Council
- Ü Tutoring activities w/ TaxCredit
- Ü Band
- Ü Math Tutoring Program
- Ü Chorus
- Ü High School Buddy Program
- Ü Strings
- Ü Community Service Work

Social Services

- Ü B/A Mascot Club School Child Care
- Ü Parent Education Classes
- Ü Breakfast/Lunch Programs
- Ü PTO sponsored activities
- Ü Summer/Holiday Child Care
- Ü Muffins for Moms
- Ü .5 Social Worker
- Ü Donuts for Dads

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü SEI: to deliver a comprehensive, literacy based vocabulary development program utilizing explicit instruction in phonics, phonemic awareness, the writing process and reading. Both AZ State and ESL Standards are used to accomplish literacy goals.

ü National Board Certification teacher recognition.

ü Highly Performing School

ü Two studnets sent to DC to represent SCES at the Jr. National Youth Leadership Conference.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Work constantly with staff and students to promote safe practices. Student-to-student harassment policy is in place for all students. Our citizenship program assists in maintaining and promoting a safe and orderly environment for all.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carla Forthun/Linda Cleveland	(602) 493-6430
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Marianne Krivan	(602) 493-6436
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Angela Thompson	(602) 493-6430
Student Health/Nurse	Beth Brenner	(602) 493-6433

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.